1st Placement: OVERVIEW FOR STUDENT TEACHER SUPPORT PROVIDERS
2017-2018

Thank you for volunteering to support a future teacher! Here are some helpful hints to get started:

- Review binder requirements with student teacher
- Discuss schedule with student teacher (requirements are on the checklist in the binder)
- Introduce student teachers to other teachers and school community
- As appropriate, invite candidates to attend school and district professional development programs and meetings
- Provide student teachers with an overview of curriculum, work usually covered (or already covered), and with textbooks and other instructional materials
- Review school rules and district policies
- Help student teachers to plan instruction; including the preparation of lesson plans
- Discuss effective teaching strategies
- Review student teachers’ lesson plans prior to their delivery of instruction.
- Observe student teachers and provide written and verbal feedback. Conference regularly (at least once per week) to provide guidance and constructive feedback related to the TPEs
- Contact the student teacher’s University Supervisor to discuss any support that the candidate might further require.
- Cooperating Teachers should request a three-party evaluation conference early in the CSUEB quarter, if they are concerned about the candidate’s competence or commitment to teaching. They may recommend that a candidate be suspended from student teaching if the candidate does not satisfactory demonstrate progress in meeting the TPEs.
- Assist the student teacher in completing teaching lessons for course assignments. These assignments may differ from regular curriculum and may include videotaping (permission slips will be provided)

End of placement expectations:
- Cooperating Teachers evaluate candidates and complete a Summative Field Experience Evaluation Form after the candidate completes his/her solo-teaching period.
- A three-party evaluation conference (cooperating teacher, supervisor, student teacher) will take place to review Summative forms.
1st Placement EXAMPLE gradual release of responsibility schedule for Single Subject Candidates. Work with your Master Teacher to create an individualized plan.

**Fall Quarter 3 Hours/Day 5 Days/Week:** Teach one instructional hour per day and team teach/assist two hours per day, five days a week.

**Week 1:** Observe teaching and take notes on what and how your Cooperating Teacher (CT) is teaching and establishing routines.

**Week 2:** Observe teaching and take notes on what and how your Cooperating Teacher (CT) is teaching and establishing routines. Actively interact with students and participate in routines.

**Week 3:** Teach/lead routine activities. Continue to observe and interact with students throughout entire placement!

**Week 4 - 6:** Plan and teach one instructional hour 2 x during week. Lesson plans are to be reviewed with CT a day or more prior to teaching the lesson(s).

**Week 7 - 10:** Plan and teach one instructional hour 3 x during week. Team teach/assist 2 hours.

**Week 11 - 14:** Plan and teach one instructional hour 4 x during week. Team teach/assist 2 hours.

**Week 15:** Possible solo week. Teach one instructional hour 5 x during week. Team teach/assist 2 hours.

*Continue to teach in placement classroom using what you learned during solo week!